

JUNIOR HIGH SCHOOL CLEARING HOUSE

VOLUME II

APRIL, 1934

NUMBER 7

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Sioux City, Iowa

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OBJECTIVES IN EXTRA CURRICULAR WORK IN THE JUNIOR HIGH SCHOOL

J. C. Loevenruth

Extra curricular activities have rapidly taken a place of importance in the field of secondary education during the past few years. Not many years ago, practically all the activity of the pupils was confined to their regular classroom work. All school impressions which influence the pupil, were made through the regular classroom recitation and instruction. Today, we have had demonstrated to us, many other helpful lines of activity which tend to socialize the school and make the training more adequate for proper living. It is questionable, however, whether we appreciate fully, even now, the opportunity which the activities classed as extra curricular, offer in the training of children, especially of the Junior High School age.

We must understand at the outset, that no word in this discussion, is intended to minimize the value and importance of high class intellectual work. This must not be made secondary. There is no substitute for it. Extra curricular work cannot take the place of the curricular subjects but it can supplement them and make their learning more effective. Someone has said, "teaching the subject is only an excuse to give opportunity to develop ideals and principles of character." Every agency, then, which will contribute to character development, is worthy of consideration. To be sure, we still have folks who say, "We didn't have none of them new-fangled notions when I went

to school and I got along all right." The least efficient man you know is the most likely one to make such a remark. At best he considers his getting along in terms of dollars only. Did he really get along all right even in his day? Besides, times have changed.

We do not want less high class scholarship but we do want more wholesome socializing influence and more practical living in our schools. In his book "Morals and Education" G. Stanley Hall says, "The needs of the child should determine everything." If we accept this challenge, to what extent must we recognize the extra curricular activities in our Junior High Schools? Dr. Hall further states, "there are wonderful fields, quite uncurricular, that are rank with educational possibilities." He further adds, "the boundless enthusiasm for physical perfection and achievement should be made to irrigate both life and study."

Granting the importance of the activities under discussion, let us analyze somewhat in detail, the specific results which we may reasonably expect from the proper administration of these activities in the Junior High School. Just what might be our, more or less definite, objectives which would contribute to the training of the adolescent boys and girls?

BETTER SCHOOL UNITY. Some means must be provided for unifying a school if that school is to have the group consciousness and the group re-

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sponsibility so essential in school life. The consciousness of common feeling and common responsibility always brings that intangible and indispensable something called school spirit. How are we to bring about this common feeling? The association in the regular classroom work is not adequate. Some other channel must be provided.

The pupils of the Junior High School are very responsive. They represent a responsive age. They are ready and willing to act. The problem is to provide some means for getting common response.

The school assembly has proved to be an effective medium for unifying a school. Through the assembly, the common purposes of the school can be made known to all in the presence of all. It is through this medium that the highest ideals and aspirations for unified action may be realized.

Athletic and other contests offer another avenue through which school unity may be strengthened. The adolescent age is a contest-loving age. The extra curricular activities within the school, give opportunity for unifying certain groups through group contests and when the opponent is another school he is a common "enemy." "Our team" then becomes the one to be supported by the whole school. The result is greater unity. The victory of the team becomes the victory of the school; the defeat of the team is felt by the whole school. Practical lessons are learned not only as individuals but as a school. Through these common responses, extra curricular activities unify a school to a degree not possible without them.

GREATER INTEREST IN SCHOOL

It is one matter to speak of our schools it is quite another matter to make the boy and the girl want to take advantage of such opportunities. One of the avowed reasons given for the establishment of the Junior High School is that it will hold pupils in school longer. If this purpose is being realized, (and we are told that it is), there must be some reason for it. What is the virtue in this type of school that should have a greater holding power on the pupil?

It is now almost universally recognized and accepted as a fact, that because of psychological and physiological differences, pupils of the Junior High School age do not belong with the lower grades and also not with the high school pupils. The explanation is that boys and girls of this age are new beings, have new tendencies, new likings, new enthusiasms, new emotions. These beings have just become self-conscious, and are struggling to express their own personalities. They are restless, irresponsible and self-centered. They require a varied program in order to have opportunity for expression. The Junior High School came into being to fulfill this special mission of ministering to the child at this particular period of life. Dr. Briggs speaks of this new school as a "new opportunity". Without question, the "opportunity" is to provide channels for normal expression and development in a wholesome atmosphere. Any Junior High School will fail in its true mission if this new opportunity is not recognized. The training of the adolescent boy presents problems unknown to the grade or the

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high school. A new mode of procedure as well as new and varied activities are necessary. Something must be offered which will appeal to his instincts and be adapted to his nature. The Junior High School, through its extra curricular program can provide contests, parties, clubs and other activities which offer the opportunity for free and natural expression in a wholesome atmosphere. Many of the immediate needs of the pupils of this age are determined by the instincts peculiar to this period of life. As these instincts are provided for, the needs are also provided for, and the boy or girl becomes better satisfied and consequently, he remains in school instead of going out to seek for activity which will satisfy his instincts and his needs. Providing for the instincts of the pupil, then increases the interest in school and is therefore a worthy objective for the extra curricular activities.

ESTABLISHING CLOSER RELATIONS BETWEEN THE SCHOOL AND THE COMMUNITY. However much we might wish it, patrons do not, ordinarily, become actively interested in our schools through the curricular work. The public is often uninformed about the schools in its own community. Much of the information which the public does receive, is the result of irresponsible gossip. People who give this information, are often both ignorant and unconcerned about the facts. The result, quite frequently, is a distorted view or complete unconcern on the part of the public.

The most precious asset of any community are the children. The school and the community should strive to

give each child a fair chance. In order to do this and to properly look after the interests of all the children, the school and the community which it serves, must cooperate. This cooperation is hardly possible unless the public can in some way, be interested in the school. Someone has said, "If you can make public opinion right, the schools will be right." If the community will not of its own accord come to the school, it is necessary, in some way, to take the school to the community so that a greater interest will be stimulated. Some of the extra curricular activities furnish an excellent medium for connecting the school and the community.

A good school paper is one of the best mediums for the dissemination of school news among the patrons of the school. Athletic and other contests, musical concerts and other entertainments, parent-teacher meetings, special assemblies and special days bring the patrons to the school and in this way a closer relation can be established.

At no other age more than that represented by the Junior High School, is a close and sympathetic relationship between the school and the community desirable and necessary. Any activity which in any way fosters this closer relationship is therefore a worthy activity.

FACILITATION OF DISCIPLINE. Every teacher and administrator who has had experience in the Junior High School, knows that the discipline problem at this age is made more difficult because of the prominence of certain instincts at this period of life. The instinct of gregariousness results in diffi-

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culties which are not easy to solve. The instinct of acquisition brings still another difficulty. Fighting seems to be second nature and consequently adds to the difficulties of discipline. Subordination as a result of the desire to assert himself, often means that a boy becomes "unmanageable." When we add to these the display instinct, sex instinct and others, we can understand in part at least why someone has said, "each boy is a problem and each girl is an enigma."

Experience has partly taught many of us and is still teaching us, that a purely negative policy is never desirable in any school. This is especially true in the Junior High School. Even if one were to succeed in having an orderly school by following such a method, the policy would have to be classed as a faulty one because proper expression with resultant growth, would be impossible under such a policy. The methods and activities employed must make for intelligent self-direction. Liberty under control, rather than domination, will facilitate the discipline problem of this age, and still allow opportunity for development. This liberty can be given by providing worth-while outlet for the normal desires for activity, thereby developing self-governing beings. Proper substitution and direction rather than inhibition is the natural way. Someone has said, "Schoolkeeping is hard because the way we go at it is unnatural." It has also been said that "Much of the so-called cussedness is only a natural desire for activity." Much of the solution of the discipline problem lies in the field of extra curricular activities

because through them the pupil can best be given opportunity for expression. If a boy wants to fight, it is not always desirable to inhibit that desire. A better way is to direct his desire to fight, into proper channels, showing him that there are worth while things for which one may honorably fight. The gregarious instinct can be satisfied in part, by providing for properly supervised gatherings of pupils. The sex instinct demands sympathetic, intelligent direction. The final solution is to so inspire boys and girls with the idea of the sacredness of their bodies, that purity of thought and life will result. Such organizations as the Girl Reserves and the Hi-Y Clubs must lead in this field. All organizations, properly sponsored, will furnish an opportunity for activity and the dangers of this period are proportionally lessened. It is possible through wise direction of the various activities to make it popular to be decent. The opportunity for the expression of the adolescent youth is not adequate in the regular class room work. Training for freedom of life without license, can be secured through wise administration of the extra curricular activities. The discipline problem will be lessened in proportion to the success in this training.

DEVELOPMENT OF SUCH QUALITIES AS "LEADERSHIP, INITIATIVE, COOPERATION AND INTELLIGENT OBEDIENCE TO AUTHORITY." These qualities are recognized as among the most important ones to be developed in the Junior High School. Upon their proper development, will depend in a large measure, the character, of the boy and the girl. This de-

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velopment of character, is after all, the chief goal of education and furnishes the real foundation for successful living.

The fact that the period in the life represented by the Junior High School, is such a formative period in the life of the boy and the girl, makes productive activities almost indispensable at this period if pupils are to develop properly and normally. Proper growth along all lines will depend upon free expression in word and action. The extra curricular activities are especially adapted to offer the freedom of expression in the various lines, all of which will result in the development of the qualities which are desirable. The different organizations through which much of the extra curricular work of the school is administered, offer an unusual opportunity for developing leadership and initiative. Also these activities furnish an opportunity for cooperation which is not possible in the regular classroom subjects. Working together for the common good can result only from group action and cooperation. Important as is the leadership, there is and will be a large portion of the people who must be followers rather than leaders. This quality of intelligent obedience to authority or of following wisely, cannot be too much emphasized at this period of life. The extra curricular activities have a worthy objective in developing in pupils these important qualities. Properly taking their part in the game of life demands training along this line for the adolescent boy and girl.

MOTIVATION OF CURRICULAR WORK. It cannot be denied that our pupils too frequently do not have the interest in curricular work that we might wish them to have. We need greater interest. The extra curricular activities are not in any sense to be considered as taking the place of the regular classroom subjects, but they offer the opportunity to impress, supplement and make more practical, the curricular work. The socialized recitation and the project method have done something toward making the curricular work more interesting, by utilizing to an extent, the extra curricular methods. These methods, are different and through them the play and contest spirit is brought into the classroom. Some of the extra curricular activities offer opportunity for adding incentive for doing regular classroom work.

English is motivated when the writing is done for the school paper. Many a boy and girl will work hard in order to write something worth while if he knows it is to be published so his fellow classmates can read it. Debate offers an excellent opportunity for giving added interest in different subjects. The school assembly is often utilized as a medium through which to motivate curricular work. Portions of regular classroom work are presented before the whole student body.

Through others as well as the activities mentioned, there are greater possibilities for motivating work than we have yet realized. Interest in school work is always increased when there is an evident reason for doing such work.

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PROVIDING FOR THE SATISFYING OF THE GREGARIOUS INSTINCT. On every hand we see evidence of the desire of people to associate with others. The pupils of the Junior High School are no exception, only that this instinct is especially strong. The desire or instinct for social intercourse is not of itself wrong or harmful. In fact, it may result in almost unlimited good. However, the results of improperly directed expansion of this instinct, may be very far from desirable. Secret societies, social cliques, questionable clubs and street gangs, are a few of the questionable products resulting from self-directed expression of this perfectly normal instinct. Since the instinct is a natural one, the remedy, manifestly, is not arbitrary suppression.

"The perverted taste for the unwholesome outside interest is not corrected through the denial of its gratification but through substitution of a taste for the wholesome." The school must recognize its obligation. It must supply the opportunity for the wholesome activity which will satisfy the natural instinct. If this opportunity is not provided, the pupil will not only seek to satisfy his instinct by association with the questionable organizations and gangs outside, but he will lose much valuable training. The school must recognize the desire, recognize it as a natural one and accept the obligation of satisfying it. The extra curricular activities offer the greatest opportunity for proper expression for the adolescent child in the school. Principal Buck, Nichols Fenn High School, Chicago, once said, "Until the interest

in school activities can predominate over the interest in out of school activities, students cannot hope to get full value from attention in the school room." Certainly the interest in curricular work does not always predominate over the interest in out of school activities. The extra curricular activities must come to our rescue at this point.

J. E. Burke, Superintendent of Schools, Boston, Massachusetts, once said, "Democracy in education will never really be achieved until every school child in America is served better in the school than he can possibly be served anywhere else at that period of life." Such a condition cannot be reached unless every possible agency of our schools is made to function in the interests of the child. Our only competition from outside is along extra curricular lines and because of the natural desire for associating with others, the child finds attraction outside. The school cannot possibly serve the pupils better unless it provides an outlet for their gregarious instinct. The school must provide for the social life of the children because it is almost wholly this side of their nature which is so frequently commercialized, and too frequently by unscrupulous men and women. It is true as some one has said, "Pupils have a right to anything of their own if that is better than we can give them."

The school cannot escape responsibility. It must recognize that all phases of the life of a student, concern the school. It must supply the wholesome to take the place of the unwholesome. It must provide for activities which will

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give the pupil the training he needs and at the same time guard the social life of the school. Dewey says, "The school cannot be a preparation for adult social life, except as it reproduces within itself, situations typical of social life—purified and idealized." The extra curricular activities offer the means with which to meet this challenge.

DIRECT CONTRIBUTION TO THE GENERAL OBJECTIVES OF EDUCATION. In its report, "Cardinal Principles of Education", the Committee on the Reorganization of Secondary Education, set forth the following objectives of education: Health, Command of the Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy use of Leisure Time, and Ethical Character. It is the judgment of the committee that education must provide training along all these lines in order to prepare an individual for proper living.

The specific results which we have set up for the extra curricular activities will all help toward providing this training. More specifically, however, the extra curricular activities may help realize the general objectives, by promoting the health of the pupils through athletics, hikes, health clubs and other activities; by providing training in citizenship through the various organizations of the school by teaching pupils how to use their leisure time both in and out of school; by offering an opportunity for training and development along the higher and more ideal side of life. In these days when the

desire for unwholesome pleasure is so prevalent; when the authority of the home seems to be barely more than a relic of the past; and when respect and reverence are conspicuous only for their absence, it is indeed desirable to have organizations such as the Hi-Y, the Girl Reserves, Scouts and others which put emphasis on ethical character and those finer qualities and ideals which after all, must constitute the basis of the things that are worth while and lasting. We do not have an adequate opportunity in our schools for emphasizing this objective of education. The extra curricular activities offer the best opportunity.

After all, if our goal is ever to be reached, we must recognize a greater school responsibility and this must come through greater school unity. We must make our pupils want to be in school and this requires greater interest. We must join our forces with those of the community and cooperate for the good of the boys and the girls in our schools. We must make pupils want to do right, rather than have to compel them not to do wrong. We must train our pupils to understand that whether they lead or follow, they must do so intelligently. We must make pupils find reasons for doing school work and we must provide not only school subjects but also a complete school organization, so that a boy or a girl can live a normal life in school and be less susceptible to wrong influences wherever he may meet them.

Finally, we must center our whole aim toward developing a healthy being

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who shall have high ideals and who shall so use his time while occupied at work or in leisure, as to make him a good member of his home, a worthy citizen of his community and one who

recognizes that he owes something to his fellow beings. In reaching this high aim, the extra curricular activities of a properly organized school have no small part.

FOREIGN LANGUAGE INSTRUCTION IN THE WILLARD JUNIOR HIGH SCHOOL

W. B. Clark

For several years it has been the custom of the principal and the school counselor of the Willard School to visit semi-annually the five schools of the city from which it draws nearly all of its pupils for the purpose of consulting with and advising the children of the High Sixth Grade relative to the work they are to take up in the Junior High School the following term.

It is carefully explained to them that in addition to the required work that is demanded for an Eighth Grade diploma they are expected to choose one of the following subjects, viz. Latin, French, Spanish or General Science.

The parents of the children are invited to attend these conferences and to participate in the discussion that follows the explanations of the principal and counselor.

The Willard School is located about half a mile from the State University. Hence, the majority of the pupils begin to look forward to laying up college entrance credits very early in life. When they are told that they can win one High School credit in a foreign language during the Seventh and Eighth Grades most of them choose a

language in preference to General Science. However, one good sized class is always organized in General Science, and the rest of the hundred and forty or more are pretty evenly divided among the three foreign languages; the number who choose Latin being a little larger than those who elect French or Spanish. The reason why the Latin classes are large is probably due to the influence of the parents, some of whom have profited by the study of Latin when they were children and understand its value as an aid to the study of English.

It is not the policy of the principal to emphasize one subject more than another, but rather to state the advantages to be derived from the study of each of the four subjects under consideration, and place the responsibility of making a choice upon the parent and pupil. The dull, the slow, or the immature pupil however is advised not to begin the study of Latin when he enters the Seventh grade, but if the parent insists upon Latin his wish is the deciding factor; and it must be admitted that many of the children who are poor in English expression, punc-

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tuation, and spelling are just the ones who will profit most by instruction in Latin.

A pupil is more inclined to think seriously before recording his choice after one of these semi-annual conferences than he would be if only the bare fact that he was entitled to such a choice were announced to him, and he is less liable to follow a tradition or select a particular subject because his friend has made the same selection.

Of course it sometimes happens that a pupil who has decided upon a language regrets his choice after little and seeks to exchange to General Science or vice versa. This is allowed in some cases, after careful consideration, but the number of pupils who are unwilling to put forth the effort to do the required work to keep up with a foreign language class is surprisingly small.

The results of these conferences are tabulated. The test data and school history of each pupil is carefully inspected and a proper classification of the pupil is made before the day when he begins his work in the Junior High School.

Courses for beginners in Latin, French, and Spanish are also organized for Ninth Grade pupils. These courses supply the demand of those who have had a part or all of the Seventh and Eighth Grade work in other schools where they did not have the opportunity of studying a foreign language. They also give all pupils who entered the school at the beginning of the Seventh Grade an opportunity to make another choice from among the same elective subjects that were open to them

two years before. So it is not of vital importance what choice the Sixth Grade pupil shall make but it is of very great importance that he do the work of the course he has selected in the best possible manner.

This arrangement demands therefore that two distinct courses be offered in each of the foreign languages. The one for the pupil who begins a language in the Seventh Grade we designate as the long course and the one for the Ninth Grade pupil we designate as the short course.

The long course extends over period of three years, and when completed entitles a pupil to two high school credits. The short course is a one year course and covers the work done in any standard High School.

In the long course in Latin the beginning text is a Primer which is used during the seventh and eighth year. Selections from a Latin reader by the same author we read in the high Eighth Grade and during the first twelve or fourteen weeks of the Low Ninth Grade. The first twelve chapters of Caesar and Composition are covered during the rest of the term. In the High Ninth Grade the study of Caesar and composition continues, the amount covered being equivalent to Books II and III of the Commentaries.

Most of the pupils who elect the long course in French hope to travel abroad some time and eagerly grasp the opportunity to begin early to learn to speak the language fluently. Careful emphasis is placed upon pronunciation which is acquired mainly through imitation of the teacher. The acquisition of a wide vocabulary for everyday use

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is one of the main objectives of the course.

In order to economize time and effort a simple text-book containing excellent home assignments is placed in the hands of the pupils after a few simple lessons in conversation.

Those who elect Spanish are frequently actuated by a utilitarian motive. Spanish America is our nearest neighbor on the South with a history similar to that of California. A growing commerce has forced upon some of us a demand for the knowledge of our neighbor's language. Possibly there is a bit of romance in the idea that appeals to some of our young people.

In this subject, as in the long French course, stress is placed upon correct pronunciation by the phonetic method. Books are not used for the first eight weeks and then only for the exercises they contain.

Inquiries among the teachers who are doing the work as to the advantages of the long course over the short course bring forth the following responses which are quoted verbatim:—

"In the first place it spreads the elementary work over two years, giving ample time for a more gradual development of vocabulary, forms, rules, and reading ability. "This preparatory period becomes more difficult as less and less English grammar is taught in the Grades. It is not impossible to teach Latin to pupils who have no back-

ground of English grammar, but on the other hand it is a slow and painstaking process which cannot be hurried. The advantage in the seventh grade is that it doesn't have to be hurried. One lesson or a lesson and a half is covered in a week's time. More oral work can be given; pictures, games, and toys may be used; songs and recitations may be given; simple plays may be acted."

"They read more simple Latin, 'made Latin' usually, and acquire a greater confidence in reading Latin at sight."

"We prefer to have the children begin in the earlier years. The response in the Seventh and Eighth Grades is more spontaneous and less conscious."

"The type of work is done better in most cases and is more diversified."

"The student who begins Spanish in the Ninth Grade accomplishes a good deal, but he has not in the main acquired the real Spanish feeling for the language. Neither has his ear been trained as well as that of the child who begins earlier."

The problem of adjusting an overburdened school program in order to introduce an elective subject below the ninth grade has been met at the Willard School by introducing the "week off" plan. Briefly this means that when Arithmetic for instance has its "week off" no lessons are assigned in arithmetic that week. All of the major subjects take their "week off" in rotation.

ADVERTISING YOUR SCHOOL

F. S. Eakeley

The Junior High School, in San Antonio, Texas, is a new venture. The Board of Education has agreed that this type of school is the proper educational unit to be inserted in the system. However, the general public and school patrons are not fully cognizant of "The Why" of this type of school.

To explain the place of the Junior High it would seem wise to resort to the publicity method, advertising fully what Junior Schools are and what they hope to accomplish.

Of course some publicity was given in a general way at the time the Board of Education was asking for a bond issue to get finances for building erection. These are now erected and completed and it seems to be the appropriate thing to do to keep the Junior School before the public.

Oftimes we have an opportunity to show visiting superintendents through our school plant. They get a fleeting glance here and there and we have very little opportunity to discuss with these visitors who come at odd times any of our real problems. Merely to show an odd visitor through the building and call it advertising is not the type of advertising I would think feasible for these people merely get the faintest impressions. It would seem that publicity would demand that we get our schools before the neighborhood by a continual imprint. Advertising your school continually to your community is much better than occasional tours through the building with an out-of-town superintendent in tow.

Such trips can hardly be called advertising. They are more to be termed hasty inspection.

SCHOOL MEN POOR ADVERTISER.

School men have not nor do not advertise either wares as they should. They are in the greatest business in the world namely, that of training America's boys and girls to become citizens. Too often and too long have they kept their lights under the bushel. They don't let their public know what sort of dividends the corporation, called the Junior School, expects to pay. School masters must be continually "on the job" so their patrons may know they are "selling the goods". Those in charge of our schools seem slow to adopt the commercial methods used by "Big Business." Very few cities outside of Cleveland, Grand Rapids and Oakland do any school advertising. These cities are not slow to see the benefits and make publicity a part of their educational service to their respective cities.

THE FOUR CLASSES OF SCHOOL ADVERTISERS.

School men fall into four classes of advertisers or perhaps we should say non-advertisers.

CLASS ONE are those who are indifferent to the possibilities in keeping their public in touch with school activities. They are engrossed in too much petty detail. They lack interest and are blind to a golden opportunity.

CLASS TWO use advertising, when it is used at all, for furthering their own selfish schemes worrying little

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over their community whose servants they are.

CLASS THREE can be termed the modest, retiring type who feel embarrassed if they get before the public eye.

CLASS FOUR is composed of the real advertisers. They are too few, sorry to relate. They realize the tremendous benefits to be derived from advising their public of their aims and ideals in connection with the Junior School. It is with Group Four this paper deals.

THE FOURTH GROUP IN THE MINORITY

This last class is in the minority. They have their convictions that advertising their respective schools is as much a legitimate part of their educational program as is the teaching of Arithmetic. They believe in arousing community interest to back up their enterprises. They regret that there are no organized programs or general methods of advertising available. Practically nothing has been done in a constructive way along publicity lines, except in isolated places.

GETTING SUGGESTIONS FROM "BIG BUSINESS".

An effective advertising scheme for a Junior School must be "put over" as the result of a well organized, well developed plan. Commercial houses don't engage in haphazard, slipshod methods of bringing their wares to the customer's attention and neither should the school. Better no publicity than publicity of a poor type. Bad advertising never crowded any store with buyers nor will unplanned advertising bring good returns to a school. Just

as stores display their wares so must the school put forth its claims, aims, and achievements. Merely to emphasize one or two features only makes a school "A Specialty Shop" in the Educational field. It should be a great merchandise center where all brands of education can be brought.

WHAT SHALL THE SCHOOL ADVERTISE?

Only worthwhile enterprises must find a place in our Junior Schools and these along with exceptional achievements, special activities, athletic prowess and special methods must be advertised and kept before the community. Any community with the interests of education at heart has a right to know what its school is doing or what it contemplates doing. By doing this we build up "Big Business" in education.

Such advertising will make the public as well as parents have faith in their schools. Once faith is established "selling" will be easy and patrons will no longer look on the school as a public nursery where their Johnnie and Mary are cared for by a public nurse for so many hours a day.

It is the principal's duty to teach his teachers to advertise and render service. They must know they are salesmen and women of the highest type. They are selling service to America's future citizens.

They are selling ideals, aims, habits and abilities to students. The big business firm expects returns from advertising its services so must the Junior School particularly get returns.

Schools have not done this in the past as is evidenced by the great mor-

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tality in High Schools discovered by Strayer and Van Denburg. Their figures show that much grist has been lost on the way to the mill.

WHY WE MUST ADVERTISE CONTINUALLY.

There are many changes going on in our schools and only through advertising can we keep the people informed. We are adding new courses, offering advanced work, planning longer school days, making adjustments, providing for individual differences, opening evening schools, establishing trade units and continuation schools. It's the school's duty to let its patrons know about these important changes, especially at the Junior High age. Any school man who fails in these duties of advertising continually is due much censure. Here we are supposed to be selling knowledge yet the ignorance in regard to what our schools are doing is astounding.

MEANS OF ADVERTISING YOUR SCHOOL.

Any scheme of advertising must have interest aroused in it in the com-

munity. The means used for such a scheme can only be mentioned in brief. Any particular school must make the adaption of the means in terms of local conditions.

We may use the local newspapers, the screen, public signboards, placards school magazines, orchestras, debating clubs, guidance bureaus, athletic teams and any other agencies at our command which will keep our school in the public eye.

The Junior School, it must be emphasized, should pay particular attention to publicity. It will create interest on the part of parents and pupils. Its publicity must be the result of natural outgrowth of the school's activities which have been based on the activities of its students. These activities must seek to fulfill the advancement of all the Junior Schools hope to do for their pupils in teaching them adaption to their world about them when they are at the age in which they are trying to find themselves. Long live the advertised school! May we have more of them!

TEN NATIONAL PROBLEMS

Robin Lynn Hamilton

Some American Defects that Junior High Civics Classes Should Consider

9. POWER OF WEALTH

The ninth defect of our political life in America pointed out by Bryce is that the power of wealth to influence legislation in America has been formidable.

This has been even more noticeable in the decades between 1860 and 1910 than it has since been. The powerful impetus of this movement received its greatest check when Roosevelt delivered himself of his pronouncement against "malefactors of great wealth." The outstanding examples of the use

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of this sort of influence might be mentioned in connection with railroad transportation, the exploitation of many of our natural resources, particularly lumber and coal at the expense of the general public. Our governmental agencies proved ineffectual in coping with the men who used their money to take advantage of our ignorance. The result was shown in the wasteful development of these immense tracts of public land. Present day examples of this same thing are the attempt to divert Niagara into a series of power stations, the Yellowstone into power and irrigation projects, the ruin of the Jackson Hole, native scenic wonders and the influence brought to bear to obtain possession of the naval oil reserves.

There has been, however, a marked improvement in the matter of the handling of public franchises and it is gradually becoming more difficult for wealth to obtain the same advantages that were possible formerly. There still remains this defect in American life but the outward signs of its working do not seem to be so pronounced and so regardless of public welfare and surely these buccan-ers are not so brazen in carrying out their personal and corporate desires, regardless of public welfare, as was the common practice before 1905. The power of wealth is a defect that promises to become weaker as our sources of information and growth of public conscience increase.

IS THERE A RELATION BETWEEN EDUCATION AND CRIME?

M. S. Hallman

In answering his question it is safe to assume that in general crime is the logical result of lack of education. In fact universal education is conceded as essential to the life of a democratic government. However to be specific, education may be such that it fails to inhibit criminal tendencies. Training which fails to develop fundamental principles of right living is this sort and crime is bound to result. The following elements are suggested as essential insurance against crime:

1. A working program of health habits.
2. A serviceable adjustment in a vocation.

3. A social sense of community responsibility.
4. A wholesome enjoyment of recreation.
5. A reverent attitude toward religion.

Accepting this analysis of the process of education, let us then examine the field as now covered by institutions devoted to overcoming of ignorance, and see how much of the above program is covered.

In the remote past health was not a problem, man either had the hardihood to withstand rigorous conditions of existence or he didn't and the community was not long burdened with its un-

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fit physical members. As civilization advanced and the philosophy of the care for the weaker developed, health became a problem first of the home, later the home assisted by the specialized physician and now more and more by the school and state through directed physicans. Vital statistics show that a pretty good job is being done and that as far as the schools are concerned education in health is increasingly efficient.

Historically vocational adjustment was not a problem of the school. The father, mother, older brother or sister, and later the guild served to bridge the gap between childhood and life work. With the advent of modern industrial development and the ambitious ideals of a democracy this type of training has been almost wholly delegated to the schools. The schools on their part have been painfully slow to recognize and assume this gift of responsibility. They have been pounding away on the stone piles of tradition while the ball and chain of vocational unfitness has been one of the leading influences for drawing the youth of the land into crime. In a recent study made among criminals of South Dakota by a committee of the State Education Association, over ninety percent expressed a preference for training for some other field of industry than that in which they were engaged at time of commitment. Moreover the significant thing about this group of criminals was the fact that half at least had the equivalent of eighth grade or higher education. As far as this group is concerned, it may be inferred that their education was

contributing to crime in that it failed in one of the five essentials of training for life.

Social adjustment is an old yet new phase of education; old in that all types of schools have indirectly effected human relationships, but new in that the modern school has striven to train directly in civic and social duties and privileges. It is fair to assume that crime has many recruits from those who lack a social consciousness, but at the present rate of development in this direction this source will be stopped and the schools will have achieved a great advance for the good of society.

Welfare workers are agreed that vocational interests have a very high value in promoting wholesome law abiding citizenry and in this field the schools have done much which should function. The enjoyment of literature, music and art although highly desirable have not made strong enough appeal to carry over into life generally. The cause no doubt is lack of background and only time will enrich this recreational sire of life in America. Sports and games as fostered in those schools which have passed beyond the "arena" stage of physical education are making a mighty contribution to right living and consequently can be credited to the educational bulwark against crime.

Finally the religious side of education, which has been in the past the chief instrument for combating criminal life, must be accounted for in modern education. In doing so it is necessary to analyze some of the outward manifestations of a religious

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character. Aside from worship, which is a personal matter, religion should express itself in a reverent attitude toward God, law and other personalities. Measured by this standard it is doubtful if much can be said in favor of the product of modern education. The flippancy, familiarity, and frenzy of the times are due to the breaking away from the old and the lack of breaking into the new ideals of religion. No one wishes to go back to medieval methods of religious instruction, but everyone who senses the situation sees the dire need of making modern ideals take hold.

Of these five elements of crime preventing education it may be conceded that all should be the concern of the public schools, but on the other hand it should be recognized that at least two of them should be primarily the function of other institutions. The wholesome enjoyment of hours of recreation outside of school time and religious training belong to the home and the church. It is the shortcomings of these two institutions and their dependence on the schools for a substitute that have opened nearly half of the avenues for crime and overburdened the latter institution to the detriment of its other functions.

The state is ever taking over larger responsibility in regard to a third element—the protection of health—and is doing it with increasing efficiency. The community health center, the state health boards, and the federal bureau all meeting the problem and strengthening rather than passing the buck to the school.

If the school can then confine its energy to the two remaining fields—vocational and social adjustment, and will be progressive enough to build its curricula around the needs of modern living and life making, then and then only will education become a bulwark against crime. At our present pace of ill adjusted training to meet conditions, false standards of successful careers, and the undemocratic ideal of treating all alike, we annually turn away thousands from our schools whose hopelessness leads to crime and we graduate hundreds whose ideals do not lead others away from crime.

It is in these fields just mentioned that the junior high school will play a leading part, for it is at this age that differentiation must begin and here adjustments to social responsibility must be well established. Beyond the sixth grade the performance of "exercises" is generally treadmill efforts and the child who has not learned the lessons of social effort is likely to continue a hermit individual the rest of his life.

Upon this foundation, mastery of tool subjects in the grades and period of adjustment in the junior high school, the senior high school and junior college can be expected to produce citizens and can than be justly condemned if they turn away or turn out the socially unfit. Such a program fairly assumed and squarely met by those institutions responsible for education in the broadest sense will stem the tide of criminality and make the vision of our fathers—learning and liberty—come true.

THE ASSEMBLY IN JUNIOR HIGH SCHOOL

Adda Dilts

Everyone realizes the value of the school assembly as a means of promoting school spirit, of motivating class activities and of putting across all manner of useful propaganda. Not every school, however, has had the courage to attempt a weekly assembly put on by the students themselves. Where outsiders are called too frequently the chief value of the whole idea is lost. Programs by the students do take time and energy on the part of the teacher. Nevertheless, I believe they are worth everything which must be put into them.

For two years the Washington Junior High School of Kalamazoo, Michigan, has tried out the idea of weekly assembly periods. For the benefit of other schools some of their experiences are here stated.

One of the first difficulties lay in finding a time. Of course the ideal method is to have an activities period every day which may be used for clubs, chapels, home room meetings, conferences, vocational guidance, etc. Owing to difficulties in program making this seemed impossible. One year the method of rotation was used, the chapel coming first period on Monday one week, second period on Tuesday the next, and so on. The second year a fixed date was set for assembly each week, each morning period being shortened to ten minutes less than the regular fifty-five. The teachers planned their work for that day accordingly.

The second difficulty was to arrange

for the sponsoring of the programs. One faculty member was appointed chairman of the chapel committee, with authority to call on all the others for assistance. During the first semester while everyone was getting used to the idea, it was put upon a voluntary basis. There was much cooperation, but some opposition. The chairman arranged several programs herself, to fill in gaps. The second year things went much more smoothly. A schedule was placed upon the bulletin board and teachers given their choice of date. Those who expressed no preference were assigned a date. Several blank dates were left open for outside speakers or for special propaganda which would arise during the year. Nearly every teacher was glad to cooperate this time, for the previous year's experience had convinced them of the value of assemblies. Much time and work given by the teachers and students resulted in chapels of great variety but of almost uniformly high standard. The students were always eager to be in an assembly and would work doubly hard on any class work which was to be presented publicly.

A third problem was that of discipline in chapel. Five or six hundred students merely turned loose in an auditorium could create much disturbance. American audiences are not famed for their courtesy in public places. The assembly is a splendid place in which to teach proper conduct in public. A seating chart of the auditorium was made assigning a definite

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section to each home room group. Each home room teacher was made responsible for the behaviour of her group. The teachers decided on certain minimal essentials of behaviour. If any members failed to live up to these requirements they were either deprived of the privilege of assembly attendance or punished in some other way. Gradually a certain standard of conduct in chapel is becoming a tradition. This was especially noticeable in two memorial services, one for the mayor of our city, the other for Ex-president Wilson. In both cases the absolute silence during the entire service and the reverence during the devotional part would have done credit to any adult audience. Behaviour was put to an even severer test during a "pep" meeting, when a dozen candidates tried out for yell leader, and the large part of the period was spent in cheering, necessitating frequent down-sitting and uprising. The amateur yell masters were often exceedingly funny, but the students responded cheerfully to their demands and though vociferous did not descend to "rough house" at anytime.

We have used our assemblies to launch various campaigns, such as Cleanliness and Thrift, to arouse enthusiasm for our school paper and to tell about the work done by our various clubs. Recognition of many kinds of prowess has been made. Jubilations over winning banners, cups, or trophies have been held and cheers given for teams about to play their championship game. Honor students have been recognized, and any prizes won, whether for posters, essays or

any other worth while activity, have been publicly awarded. This has led to much school spirit and pride in the name of our school. Our students have the reputation of having the most and best school spirit in the city. They received the Sportsmanship banner this year—a banner which the Faculty, at least, considered more worth while than the championship.

Time would fail if I tried to tell of the many interesting assemblies we have had in the past two years. Let me mention some which have been worked out in the class room. The English teachers have given dramatizations of classics studied. A seventh grade class gave Rip Van Winkle, eighth grades dramatized Birds of Killingworth, while a ninth grade class wrote and produced a clever sketch purporting to depict the way in which Treasurer Island came to be written.

An eighth grade history class gave a dramatization in which the history of modern inventions was brought out. Seventh grade history students gave a Washington's Birthday Chapel depicting scenes from the life of Washington. The closing scene which showed the making of the first flag was especially effective.

A ninth grade Civics Class which had been studying the subject of education, showed the contrast between the old-fashioned school and that of modern days. A seventh grade social science class gave an Immigration chapel, showing in two playlets why foreigners come here and how they are sometimes treated in this country.

The Art Club presented a clever original play, bringing out the principles

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of Interior Decoration.

The Sewing Teacher did one of the most original things of all. By cooperation with one of the department stores she presented a Style Show which illustrated good taste in dress for the Junior High girl. Incidentally the boys were as much interested in this as the girls.

The Typewriting teacher moved her typewriters up to the auditorium and conducted speed tests and typing to music before the student body.

The gym teacher gave a health play and a demonstration of first aid.

Of course special holidays have been observed each year. These dates were assigned to teachers who did not care to give class room work. Very interesting Christmas, Thanksgiving, Armistice Day, Lincoln's Birthday and Memorial chapels have been arranged.

In some cases special clubs have put on assemblies, notably Girl Scouts, Boy Scouts and Girl Reserves.

A farewell chapel is held each semester for the 9 A's who leave the Junior High School for Senior High School. This takes the place of Eighth Grade graduation.

We have found out several things in our experimentation. It is very seldom that a program of the old formal recitation and set speech type is carried out. These are of little interest to either performers or audience. So far as possible our assemblies include action, dialogue, dramatization, costume—not in elaborate form but

enough to dress up information in attractive guise. The children are eager to work out ways of doing this and are clever at it. The assembly worked out by student effort is worth many times as much as a "ready made" play, unless that play be a real classic.

We have found it an aid to good discipline to have "something doing" between scenes—music, community singing, announcements—something to hold attention and prevent any possible disorder or boredom.

We use a set form for our opening each week, so there is no hesitancy or uncertainty there. First comes our school song, then America or the Star Spangled Banner. During the latter part of America the flag bearer steps in front of the curtain followed by the school president who leads in the flag salute, followed by the Washington Pledge—an adaption of the Athenian Oath.

This opening is followed by any necessary announcements, then the chairman of the day, chosen by the group giving the assembly, announces the nature of the program.

At the close, the orchestra plays a march while the hundreds of students file out in an orderly way.

All of this has meant work—much work, but we feel it has paid big dividends in school spirit, interest in class room and club activities and in the benefits derived by those taking part. It has been made possible only because we have a faculty and a student body which believe in co-operation and in doing worth while things.

EDITORIAL COMMENT

WHAT OF VOLUME III?

With the last issue of the Clearing House, cards were sent to subscribers. These cards contained a brief questionnaire which was to be answered and returned. The questions asked pertain to subscriptions, to a prospective third volume of the Clearing House, suggestions for improving the magazine, and "high spots" concerning interesting work noted in the junior high school field.

We have received back many of these cards. In every case, Volume III is asked for. Many of the questionnaires contain excellent suggestions for improving the publication. The "high spots" noted will be an excellent source for material for Volume III, should this be published.

We ask that anyone who has not yet returned the card which he received with Clearing House Number Six, do so at once, in order that the Advisory Board may make definite plans immediately concerning the advisability of publishing a third volume of the Junior High School Clearing House.

It may be that the "return card" was lost or misplaced. We are sending with this issue another "return card." If you have sent in a card, disregard the one you now receive. If you did not send us the first "return card" will you not fill out this second card and return to us at once?

JUNIOR HIGH SCHOOL PROBLEMS

The organization known as the Intermediate School, the Junior School or the Junior High School has resulted in

bringing to the surface many problems. It is easy to affirm that there is a need of a Junior High School organization. The needs were evident. There were social needs, economic needs and educational needs,—all of which the Junior High School promised to solve or help solve.

After the Junior High School, however, in any town or city, has been voted, the building and teachers have been provided, the materials for the school have been purchased, there appears the real problem of the reorganization of the work of the seventh, eighth and ninth years in such a way as to provide for the needs we have discussed so learnedly. Perhaps more attention is being focused upon these Junior High School problems at the present time than upon any other phase of public school education.

These problems are of three sorts: First, the adjustments that need to be made in the first six grades in order that pupils who enter the new organization may be properly prepared for Junior High School work. These adjustment problems are comparatively simple since the Junior High School can organize itself to fit the elementary grades and they in turn are easily subjected to their few necessary changes. The second type of problem is within the Junior High School itself and has to do with its reorganization of courses. These problems as yet have not been solved, although much progress has been made. Text book writers have been prolific, reorganization courses in English, in mathematics, in science and

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practically in all the subject matter of the Junior High School have been provided. Some of these texts possess much merit, others have already been relegated to the oblivion of the educational cemetery. However, one studying this particular type of problem should be optimistic. It has appealed to a large group of educational thinkers. Consequently there is hope that during the next few years something will evolve that will be recognized as distinctly intermediate in its nature and yet lead to certain definite educational results.

The third type of problem, however, is not so easily solved. This is a problem of adjustment between the Junior High School and the Senior High School. Text book writers who have been prolific in providing Junior High School material have stopped thinking at the end of the ninth year. As a result, in practically all fields of education, there is a greater gulf between the ninth year of the Junior High School and the first year of the Senior High than that formerly existing between the eighth year of the old graded system and the ninth year of Senior High.

This problem will remain unsolved until two things are accomplished: (1) Until text book writers carry their readjustments over into the tenth year

and, (2) until High Schools and Colleges shall be willing to readjust their old curricula to the new curricula of the Junior High School. High School teachers are prone to feel that work in the Junior High School is not well done. It is not well done if they are to maintain their old attitudes, nomenclature and standards. The tenth year teacher has accomplished and must be willing must know what the ninth year child to adjust herself, her course of study and her text books to that material.

The great need in secondary education at the present time is the solution of this particular problem. Who will solve it? Who will provide a course in mathematics that will build a tenth year completion upon the ninth year accomplishments? Who will provide a course in English that will do the same thing? Who will work out the problem in Latin that may begin in the seventh or eighth year and carry over into the tenth without a declaration of war between the two types of school? This is the sort of problem that now needs to be solved.

We must have a generation of High School teachers that will be willing to think in terms of present educational developments and a series of text books that will make possible the adjustments between the two types of school.

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NEWS AND NOTES

Selina, Alabama, is building a junior high school which will be ready for occupancy this September.

The Okmulgee, Oklahoma, junior high school has made provision for recognizing individual differences of pupils. The Junior and Senior High Schools are housed in the same building. The total enrollment is over thirteen hundred. Paul C. Campbell is the principal.

South Orange, New Jersey, will begin the junior high school organization, September 1924.

A splendid article, entitled "Buildings and Equipment for Junior High Schools" is contained in the April number of the School Board Journal.

The report of a subcommittee on the junior high schools program study of the National Council of Education says that on a basis of a vote among teachers and administrators, 75 per cent are in favor of at least a six hour day, 60 per cent are in favor of sixty-minute

periods, and 100 per cent are in favor of supervised study.

The Empire Junior High School of Cleveland, which last year published a guide-book of the city, has this year brought out a most attractively written and printed book of cooking recipes. This cook book contains recipes collected by the pupils of the domestic science department and tried out in the classes to insure their correctness and qualities. Many of the recipes represent favorite dishes used in the homes of the pupils. The applied arts, English, printing, and bookbinding departments cooperated with the domestic science department in compiling and publishing this book. The book was planned and finished within one school year of two semesters.

The San Antonio, Texas, Board of Education has decided to publish a series of bulletins for the purpose of presenting detailed information concerning their public schools. The first Bulletin appeared in February, 1924. It is entitled, "The Junior Schools—Or-

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ganization and Administration". Pictures of the Junior Schools and the floor plans are features of this publication. The contents are as follows: Junior School Creed, Definition of Terms, The City of San Antonio, History of the Junior School Movement, Junior School Buildings, Plan of Organization of the San Antonio Junior School, Fields of Instruction, Program of Studies, Administration of Junior Schools and Points of Special Emphasis. Walter C. Cocking, Director of Junior Education, in co-operation with Dr. Jeremiah Rhodes, Superintendent of Schools, had general charge of the preparation and editing of the Bulletin. The Bulletin is arranged excellently and well edited. Its nature is such that it will be of value to every person engaged in or interested in junior high school work.

In addition to the list of Junior High School papers mentioned in a recent issue of the Junior High Clearing House we note the following:

The Hutchins Star, Detroit, Michigan
The Pilot, Ed H. Vare Junior High, Philadelphia, Pa.
Washington Bugle, Washington Bugle Junior High, Duluth, Minn.
The Hiatt Harpoon, Amos Hiatt Junior High, Des Moines, Iowa.
Hillside Happenings, Hillside Junior High, Montclair, N. J.
The Jeffersonian, Jefferson High School Rochester, N. Y.

Look Me Over, Solvay Junior High, Solvay, N. Y.

Bryant Times, Bryant Junior High, Minneapolis, Minn.

The Blare, Blair Junior High, Norfolk, Va.

The Spotlight, Winona Junior High, Winona, Minn.

The Junior, Fourth District Junior High, Covington, Ky.

Franklin Post, Franklin Junior High, Minneapolis, Minn.

Magnet, Junior High, Parkersburg, W. Va.

Junior News Letter, Anderson, Indiana
Gold and Brown, East Intermediate, Jackson, Michigan.

The Orange Peel, Sarah Scott School, Terre Haute, Indiana.

The Tildenite, William Tilden Junior High, Philadelphia, Pa.

The Junior Patriot, George Washington Junior High, Long Beach, Cal.

The Richmond Eagle, Atlantic City, N. J.

South Junior News, Cleveland, Ohio

The Cracker, San Francisco, Cal.

The Echo, Reading, Pa.

The Oracle News, Jacksonville, Fla.

The Triangle, Kenosha, Wisconsin

The Junior Lift, Lansing, Mich.

The Onas Flier, Philadelphia, Pa.

The Searchlight, Lincoln Junior High, Charlestown, W. Va.

School Life, Buckannon, W. Va.

The Crimson and Gold, New Brighton, Pa.

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The Van Buren Bugle, Van Buren Junior High School, Cedar Rapids, Ia.
The Sunset, West Intermediate School, Davenport, Iowa.

The Roosevelt Record, Roosevelt Junior High School Cedar Rapids, Ia.
The "J" Bird, Juneau High School, Juneau, Alaska.

SUMMER SCHOOL COURSES IN JUNIOR HIGH WORK

Note—Many Clearing House readers are expecting to attend the summer session of some University. For their information, we are publishing a list of courses in Junior High work offered in various Universities.—Editor

BOSTON UNIVERSITY

Boston

1. Study of Principles and Causes of Junior High School Movement.
2. Teaching English in the Junior High School.
3. Practicum in the Making of Curricula in the Junior High School.
4. Educational Measurement.
5. School Organization and Administration.

UNIVERSITY OF SOUTHERN CALIFORNIA

Los Angeles

1. The Junior High School.
- ### UNIVERSITY OF CHICAGO
1. The Junior High School, Mr. Reavis
 2. The Junior High School, Mr. Ryan
 3. The Technique of History Teaching in Upper Grades and Junior High Schools, Prof. Van Nest
 4. Organizing Upper-Grade and Junior High School History for Teaching Purposes, Prof. Van Nest

UNIVERSITY OF COLORADO

Boulder

1. The Junior High School
2. Senior and Junior High School Methods in Music.
3. Play Presentation (English Literature).

COLUMBIA UNIVERSITY

New York City

1. Organization and Administration of the Junior High School, Prof. Briggs.
2. The Extra-Curricular Activities of the Junior High School, Prof. Fretwell.
3. Theory of Practice of Teaching in the Junior High School, Prof. Proctor.
4. Supervised Study in the Junior and Senior High School, Prof. Hall-Quest.
5. Courses in the Teaching of the following Subjects: Social Studies, Citizenship, Literature, English, French History, Mathematics.

6. Demonstration Junior High School

HARVARD UNIVERSITY

Cambridge, Mass.

1. Teaching of Mathematics in the Junior High School, Prof. Beatley
2. Teaching of English in the Junior and Senior High School.

JOHN HOPKINS UNIVERSITY

Baltimore

1. The Junior High School, Mr. Howell.

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2. Types of Teaching in the Junior High Schools, Mr. Howell.
3. The Teaching of Mathematics in the Junior High Schools, Mr. English.
4. The Teaching of History and Civics in the Junior High School, Dr. Bryan.
5. The Teaching of Geography in the Junior High School, Miss Stark
6. The teaching of Commercial Subjects in the Junior High School, Mr. Edgeworth.
7. The teaching of Hygiene in the Junior High School, Dr. Cobb
8. Demonstration School: Junior High Grades, Mr. Howell.

INDIANA UNIVERSITY

Bloomington

1. Junior High School Problems, Mr. Childs.

UNIVERSITY OF KANSAS

Lawrence

1. Principles of Secondary School Education.
2. Organization and Administration of Secondary Schools.
3. Problems of Secondary School Practices.

(These courses are intended to cover both Senior and Junior High School situations.)

UNIVERSITY OF MARYLAND

College Park

1. High School Science (Applicable to Junior High School General Science.)

UNIVERSITY OF MICHIGAN

Ann Arbor

1. The Junior High School, Prof. Davis.

UNIVERSITY OF MINNESOTA

Minneapolis

1. The Junior High School, Prof. Koos.

UNIVERSITY OF NEBRASKA

Lincoln

1. Sciences of the Junior High School.
2. The Junior High School.

NEW YORK UNIVERSITY

New York City

1. The Teaching of English in the Junior High School, Prof. Driggs.
2. Organization, administration, and curriculum of the Junior High School, Prof. Cox.
3. The Junior and Senior High School Program of Study, Curricula and courses of Study, Dr. Jackson.
4. The Content and Teaching of Mathematics in the Junior High School, Mr. Drushel.

UNIVERSITY OF NORTH DAKOTA

Grand Forks

1. The Junior High School, Mr. Camp

OHIO STATE UNIVERSITY

1. Principles and Methods of Junior High School Teaching, Mr. Landsittel.

UNIVERSITY OF PENNSYLVANIA

Philadelphia

1. The Junior High School, Prof. Jones.
2. The Social Program of the Secondary School, Prof. Gizzell.
3. The Teaching of Civics in the Elementary School and the Junior High School.
4. Demonstration Junior High School.

UNIVERSITY OF TEXAS

Austin

1. The Junior High School. Origin, Development, and Present Status.

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| 2. Subject Matter and Methods of Teaching in the Junior High School
UNIVERSITY OF VIRGINIA
Charlottesville | 4. Junior High School Geography.
5. Junior High School Science.
UNIVERSITY OF WISCONSIN
Madison |
| 1. The Junior High School, Mr. King and Mr. Lamport.
UNIVERSITY OF WASHINGTON
Seattle | 1. The Junior High School, Prof. C.-A. Buckner, University of Pittsburgh. |
| 1. The Junior High School, Prof. Terry.
GEORGE WASHINGTON UNIVERSITY
Washington, D. C. | 2. Teaching and Supervision of English in the Intermediate and Grammar Grades, Prof. Leonard and Prof. Moffett. |
| 1. The Junior High School, History and Administration. | 3. Teaching and Supervision of Elementary and Lower Junior Mathematics, Prof. Hart. |
| 2. Junior High School English. | 4. Supervision of High School English, Prof. Leonard and Prof. Moffett. |
| 3. Junior High School History. | |

REVIEWS

JUNIOR HIGH SCHOOL EDUCATION by Calvin Olin Davis—World Book Co., Publisher. Mr. Davis's book enumerates many of the successful practices evolved in the better junior high school and to formulate the controlling principles. The book contains twenty-two chapters. The first six chapters deal with the historical development, special functions, and objectives of junior high school education. The next eleven chapters treat the program of studies. Chapter eighteen discusses problems of administration which chapter nineteen presents the practices in providing collateral activities. Chapter twenty describes the types of buildings developed in response to the needs and chapters twenty-two treat questions of standard and the future outlook of the junior high school movement.

SPIRIT OF AMERICA—by Angelo Parti, American Viewpoint Society, Inc New York, Publisher.

The intense patriotism of Patri is reflected from the pages of this book. The simplified manner of presentation in "The Spirit of America" will make it a very desirable text book for classes attended by foreigners and for other work in Americanism. The content is also particularly adaptable for use in junior high school assemblies, both home room and general, since each one of the forty-one chapters is only two or three pages in length.

The nature of the content may be judged from the titles of the first twelve chapters: My Country, The Pledge, Flag Day, Milestones, The Idea Uncle Sam, A Winner, The Good Fight, The Farmer, Work, Thrift, Benjamin Franklin.

GENERAL SCIENCE REFERENCES

2. Johnson—Star People. Macmillan
 3. McFee—Secrets of the Stars. Crowell.
 4. Ball—The Story of the Heavens. Cassell, London.
 5. Macpherson—Romance of Modern Astronomy. Lippincott.
 6. McKready—Beginner's Star Book. Putnam.
 7. Olcott—Star Lore of All Ages. Putnam.
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(CONCLUSION)